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ABSTRACT

Developed as part of the ABCs of Construction National Workplace Literacy Project, these instructional modules are designed to help low-level readers develop paragraph composition skills. The first module is a list of 10 topics about which students are daily to write several paragraphs related to their craft. The second module consists of 10 frames. Each frame contains a paragraph consisting of open-ended sentences along with instructions for students to complete each of the sentences and recopy the completed paragraph into their notebooks. The paragraphs deal with the following work- and training-related topics: my job, work and school, classroom preparation, asking questions in class, classroom behavior, planning time at work and school, answering questions in class, active listening, listening to myself, and listening problems. (MN)

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Writing about Your Craft
Writing Frames for Construction Workers

Associated Builders & Contractors, Inc.
EBR Adult & Continuing Education
Technical Development Center

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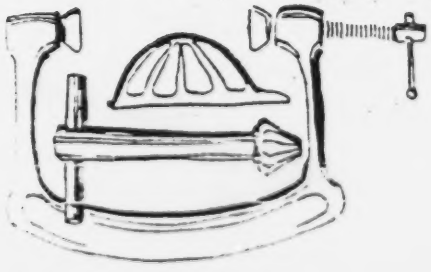
Writing About Your Craft



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ABC Training Center
19251 Highland Road
Baton Rouge, Louisiana 70809

MODULES OF INSTRUCTION DEVELOPED IN GRANT CYCLE

1. Writing Frames for Construction Workers (10 exercises)

for low-level readers; consists of 10 "paragraphs" with open-ended sentences for workers to complete and recopy in their notebooks. Topics deal with work and training, such as "My Job," "Classroom Behavior," and "Listening to Myself."

2. Writing About Your Craft (10 topics)

for all students; list of 10 topics, such as "My Boss," "The Main Beef About My Job," and "How Work Orders Are Delivered." Used for integrating reading and writing in a job-specific context.

3. Building Workplace Vocabulary for E & I: Structural Analysis (80 pages)
Building Workplace Vocabulary for Millwrights: Structural Analysis(79 pages)
Building Workplace Vocabulary for Pipefitters: Structural Analysis(79 pages)

5th grade level; teaches word attack skills for technical terms, utilizing word parts and root words; includes hints for retaining meanings by building card file with visual representations of terminology.

4. Building Workplace Vocabulary for E & I: General, Specialized, & Technical Terms (58 pages)
Building Workplace Vocabulary for Millwrights: General, Specialized & Technical Terms (29 pages)
Building Workplace Vocabulary for Pipefitters: General, Specialized, & Technical Terms (32 pages)

5th grade level; teaches different kinds of vocabulary words encountered in work-related texts; drills for remembering new words; tips for building vocabulary; some dictionary use.

5. Building Workplace Vocabulary for E & I: Compound Words (28 pages)
Building Workplace Vocabulary for Pipefitters: Compound Words (18 pages)
Building Workplace Vocabulary for Millwrights: Compound Words (22 pages)

5th grade level; strategies for finding the meanings of compound words used in technical writing; works with words in context

6. Improving Listening Skills: Hazards Communication (18 pages)
Improving Listening Skills: Fire Extinguishers (22 pages)

a viewing, study guide that accompanies a commercial training video used in the required 8-hour OSHA safety course; learning new words, main ideas, and drawing conclusions are covered.

7. Measuring Decimals: Millwright (28 pages)

instruction and application problems

8. Improving Study Skills/Test Taking (60 pages)

6th grade level; good study skills are needed for success in the ABC Training program; explores strategies for organizing class notes and study time; analysis sheet for determining weaknesses in test preparation; how to schedule to arrange study time and work time

Computer Program

"Math for Pipefitters" is an interactive, multi-media program that covers fractions, decimals, angles, and right triangle geometry in a pipefitting context (88 screens)

Name _____

WRITING ASSIGNMENT FOR YOUR CRAFT

Directions: The following writing ideas are provided to help you express yourself by means of vocabulary and language skills. Choose one of the following ideas daily and write two or more paragraphs until writing assignment sheet is completed. Use as many details and specifics as possible. Please date each assignment when completed.

Date **Topics**

_____ 1. How my job could be safer? Please specify safety measures.

_____ 2. If you are a pipefitter, how do you fit pipes at work?

_____ 3. Explain the precedures for your job assignment and work orders?

_____ 4. Explain the precedures for taking "sick leave or leave of absence."

_____ 5. Explain the precedures for ordering or receiving materials on the job.

_____ 6. Express how you and your boss could get along better at work. Give examples.

_____ 7. Explain how you would get along with a difficult co-worker or person(s) you do not like.

_____ 8. What is your greatest "Beef" about work?

_____ 9. The importance of "Training for Work."

_____10. How to get ahead at work or how to gain an edge at work?

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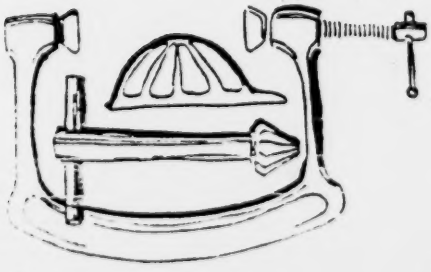
Writing

Frames for Construction Workers



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FRAME 1

In this frame, you will write about your job. Read the paragraph below carefully before writing anything. Change any words you wish. Get this rough draft just the way you want it. Then recopy it in your notebook. Choose a new title if you wish. Write your title in the middle of a line. Then skip two lines before starting your paper. You may use as many words as you want to complete the sentences.

MY JOB

I spend many hours each day at my job. I work for _____. My job is _____. Each day I _____ at work. The thing I like most about my job is _____. If I could change any part of my job, I would change _____.

My boss's name is _____. When I talk with my boss, I feel _____. That's because _____. One thing I like about my boss is _____. One thing I dislike about my boss is _____. When I get to be a boss, I will _____. I want to be a boss whose workers like to come to work.

FRAME 2

In this writing frame, you will write about how work and school are alike. Read the paragraph below carefully before writing anything. Change any words you wish. Get this rough draft just the way you want it. Then recopy it in your notebook. Choose a new title if you wish. Write your title in the middle of a line. Then skip two lines before starting your paper. You may use as many words as you want to complete the sentences.

WORK AND SCHOOL

Work and school are much alike. I need to be on time for both work and school. Having the tools I need is a second way they are the same. At work, I need _____. At school, I need _____. If I don't have my tools, I _____. One way I get my tools to work is by _____. I get my books and homework to school by _____. A third way school and work are alike is _____.

If I miss work, I _____. Likewise, if I miss class, I _____. There is a fourth way they are alike involves others. When a friend needs help at work, I _____. When someone needs help at school, I _____. School can help what I do at work. The lessons I study in school are _____. The work I do is _____. Someday I hope to work as _____. School helps me get ready for work by _____. Work and school have much in common.

FRAME 3

In this writing frame, you will write about the best way to show you are ready for class. The way you enter and begin class affects what teachers think of you. So does the work you do in class. Read the paragraph below carefully before writing anything. Change any words you wish. Get this rough draft just the way you want it. Then recopy it in your notebook. Choose a new title if you wish. Write your title in the middle of a line. Then skip two lines before starting your paper. You may use as many words as you want to complete the sentences.

CLASSROOM PREPARATION

The way I act when I come to class affects what teachers think of me. I need to get to class _____ time. Being prepared for class also helps. There are two ways to show I am ready to work. The first involves homework. I think homework _____. The second concerns my textbook. I find that my book _____. The lessons I turn in also show that I am a good student. Only work that is _____ should be turned in to a teacher. The way I act and work affect how teachers think of me.

FRAME 4

In this writing frame, you will write about asking questions in class. Many students are too shy to ask questions. But asking questions is the only way to learn. Read the paragraph below carefully before writing anything. Change any words you wish. Get this rough draft just the way you want it. Then recopy it in your notebook. Choose a new title if you wish. Write your title in the middle of a line. Then skip two lines before starting your paper. You may use as many words as you want to complete the sentences.

ASKING QUESTIONS IN CLASS

Asking questions in class is hard to do. For example, many students feel _____ when they do not understand. They are not willing to speak. Others feel _____. They are too shy to speak. When I ask questions, I feel _____. However, I know asking questions is _____.

Asking questions takes two steps. Step one is to _____ what you already know before speaking. Telling this to your teachers is also part of step one. Step two is _____. When your teachers answer you, then they know what you know and where you are confused.

FRAME 5

In this writing frame, you will write about classroom behavior. How you behave in class affects what teachers think of you. Read the paragraph below carefully before writing anything. Change any words you wish. Get this rough draft just the way you want it. Then recopy it in your notebook. Choose a new title if you wish. Write your title in the middle of a line. Then skip two lines before starting your paper. You may use as many words as you want to complete the sentences.

CLASSROOM BEHAVIOR

What teachers think of you comes from the way you act in class. Sitting _____ helps the teacher see you better. I like to sit _____. If you show you are interested, teachers feel _____. Your face and your body movements show interest. For example, smiling, _____, _____, and _____ are ways to show interest. Another way to show interest is _____. Class clowns are _____. On the other hand, joining in class discussions _____. Thinking about your classroom behavior helps both you and your teacher.

FRAME 6

In this writing frame, you will write about planning your time for school and work. How you manage your time affects the work you do. Read the paragraph below carefully before writing anything. Change any words you wish. Get this rough draft just the way you want it. Then recopy it in your notebook. Choose a new title if you wish. Write your title in the middle of a line. Then skip two lines before starting your paper. You may use as many words as you want to complete the sentences.

PLANNING TIME AT WORK AND SCHOOL

Planning my time at work and school affects the work I do. I plan my work time by _____. I plan my school time by _____. One way these plans are different is _____. One way these plans are alike is _____. I feel I need to plan my time better at _____. I can do this by _____. If I plan my time better, I _____. Planning time is an important thing to do.

FRAME 7

In this writing frame, you will write about answering questions in class. Read the paragraph below carefully before writing anything. Change any words you wish. Get this rough draft just the way you want it. Then recopy it in your notebook. Choose a new title if you wish. Write your title in the middle of a line. Then skip two lines before starting your paper. You may use as many words as you want to complete the sentences.

ANSWERING QUESTIONS IN CLASS

Answering questions tells my teacher I am ready for class. I feel _____ about answering questions in class. I like to answer when _____. When I answer questions in class, sometimes I worry about _____. I could change this by _____. Or, I could talk to _____. He/she would be able to _____. I want to _____. Answering questions in class helps me and others learn.

FRAME 8

In this writing frame, you will write about active listening. To be a good listener you need to make an active effort to understand what is said. Read the paragraph below carefully before writing anything. Change any words you wish. Get this rough draft just the way you want it. Then recopy it in your notebook. Choose a new title if you wish. Write your title in the middle of a line. Then skip two lines before starting your paper. You may use as many words as you want to complete the sentences.

ACTIVE LISTENING

Listening is more than just hearing. I care about listening because _____. My best listening habit is _____. The listening habit I most need to change is _____. To listen well, I need to practice. At home I will _____. I will _____ at my job. With friends, I will _____. Good listening will help me _____. The first thing I plan to do is _____. To be a good listener, I need to be aware.

FRAME 9

In this writing frame, you will write about listening to yourself. Read the paragraph below carefully before writing anything. Change any words you wish. Get this rough draft just the way you want it. Then recopy it in your notebook. Choose a new title if you wish. Write your title in the middle of a line. Then skip two lines before starting your paper. You may use as many words as you want to complete the sentences.

LISTENING TO MYSELF

Listening to myself is like listening to others. That means I need to think about what I say to myself, about myself. Some interesting things about me are _____. My friends think _____ about me. My family knows _____ about me. The thing about me that bothers me most is _____. I'd like to change this by _____. I am most interested in _____. That's because _____. Sometimes I wonder _____. To listen to myself, I need to know me better..

FRAME 10

In this writing frame, you will write about listening problems. Read the paragraph below carefully before writing anything. Change any words you wish. Get this rough draft just the way you want it. Then recopy it in your notebook. Choose a new title if you wish. Write your title in the middle of a line. Then skip two lines before starting your paper. You may use as many words as you want to complete the sentences.

LISTENING PROBLEMS

Sometimes things around me keep me from listening in class. Listening is harder for me when _____. One way I could cope with this is to _____. _____ is another thing that keeps me from listening. Maybe I could fix this by _____. In class, I like to sit _____. This affects my listening in that _____. One time I listened when I should was when _____. I know this is true because _____. I could be a better listener if I _____. Listening problems affect what I learn.